

FILE COPY
AN ADDITIONAL SENATE MEETING WILL BE HELD ON TUESDAY, JUNE 4, 1991 TO COMPLETE THE SECOND READING ON TODAY'S FIRST READING ITEMS. PLEASE CALENDAR THIS ADDITIONAL MEETING ON JUNE 4 AND BRING THIS AGENDA TO THAT MEETING. ADDITIONAL AGENDA WILL NOT BE PRINTED FOR JUNE 4.

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California 93407
ACADEMIC SENATE

Academic Senate Agenda
May 28, 1991
UU 220 3:00-5:00 p.m.

*minutes of 5.7
and 5.14.91
were
removed*

- I. Minutes: Approval of the May 7 and May 14, 1991 Academic Senate minutes (pp. 2-8).
- II. Communication(s) and Announcement(s):
 - A. Resolution approved by President Baker: AS-352-91/EX, Resolution on ROTC Programs.
 - B. Introduction of new senators and caucus chairs for 1991-1992.
- III. Reports:
 - A. Academic Senate Chair
 - B. President's Office
 - C. Vice President for Academic Affairs' Office
 - D. Statewide Senators
 - E. Raymond Zeuschner - report of the Program Review Task Force
 - F. CFA Campus President
 - G. CSEA Campus President
 - H. ASI Representatives
- IV. Consent Agenda:
- V. Business Item(s):
 - A. General Education and Breadth Proposals-Burgunder, Chair of the GE&B Committee, second reading (pp. 9-58).
 - B. Resolution on Proposal to Establish the Coastal Resources Institute at Cal Poly-Vilkitis, Coordinator for CRI, second reading (pp. 59-80).
 - C. Resolution on Academic Senate Representation for the University Center for Teacher Education-DeMers, Chair of the Constitution and Bylaws Committee, first reading (p. 81).
 - D. Resolution on Statement on Racism and Discrimination-Berrio, Chair of the Personnel Policies Committee, first reading (p. 82).
 - E. Resolution on Statement on Academic Freedom-Berrio, Chair of the Personnel Policies Committee, first reading (p. 83).
 - F. Curriculum Proposals for the School of Architecture and Environmental Design-Bailey, Chair of the Curriculum Committee, first reading (pp. 84-91).
 - G. Resolution on Revision of "Fairness Board Description and Procedures" to Include an Annual Reporting Clause-Wolf, Chair of the Fairness Board, first reading (p. 92).
- VI. Discussion Item(s):
- VII. Adjournment:

*pages 9-58
were not
scanned*

Adopted:

ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

RESOLUTION ON
THE PROPOSAL TO ESTABLISH THE COASTAL RESOURCES INSTITUTE AT
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
SAN LUIS OBISPO

Background Statement: In 1988, representatives of the Morro Bay Task Force approached President Baker to determine campus interest in establishing a unit which would function as a research arm of a proposed Morro Bay Research Foundation. The Associate Vice President for Graduate Studies and Research called together campus faculty members with research interests in estuarine studies to explore their interest in establishing such a center. These faculty members met over the last three years, developing a theme and expanding their membership to include active representatives from five of the seven schools. The proposed academic unit is intended to be interdisciplinary, and would be situated administratively in the Office of Graduate Studies and Research. The results of that planning and deliberation is expressed in this proposal, forwarded by the chair of the ad hoc committee for the formation of a Coastal Resources Institute.

Coastal resources (air, water, land, soil, watersheds, beaches, lagoons, estuaries, wildlife, fisheries, and nearshore continental shelf) have been seriously threatened and/or altered by California's population growth and development. Many fragile coastal zone areas have been overwhelmed by human activity, resulting in land-use changes, altered runoff volumes and quality, environmental disturbances and degradation, numerous forms of pollution, offshore changes in fisheries, and sedimentary depletions caused by oil and mineral exploration in surrounding watersheds. Much of our coastal zone has been destroyed or altered through human activities, and no coastal resources have remained untouched.

It is in response to this critical local, regional, and international need for coastal resources management that the Coastal Resources Institute (CRI) is being proposed. Studies, programs, and strategies must be developed to mitigate, reverse, improve, and/or properly manage the harmful effects that human activities have had and are continuing to have on the world's coastal environments.

RESOLUTION ON
THE PROPOSAL TO ESTABLISH THE COASTAL RESOURCES INSTITUTE AT
CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO
AS-___-91

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RESOLUTION ON
THE PROPOSAL TO ESTABLISH THE COASTAL RESOURCES INSTITUTE AT
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
SAN LUIS OBISPO

- WHEREAS, The coastal system is experiencing the most rapid human expansion in history; and
- WHEREAS, The natural resources of the system are in jeopardy due to this rapid expansion; and
- WHEREAS, The coastal system could benefit from interdisciplinary approaches to resources planning and management; and
- WHEREAS, Cal/Poly California Polytechnic State University has the technical and professional capabilities to provide such planning and management; and
- WHEREAS, The expertise needed to address these issues is spread among a number of schools at Cal/Poly California Polytechnic State University; and
- WHEREAS, It is desirable to provide these interested faculty members and students with a focus means wherein to concentrate their energies in professional development and scientific endeavors; therefore, be it
- RESOLVED: That a Coastal Resources Institute be established at California Polytechnic State University as recommended in the attached proposal.

Proposed By:
James R. Vilkitis, Professor
Natural Resources Management
Coordinator for CRI
April 22, 1991

CALIFORNIA POLYTECHNIC STATE UNIVERSITY

COASTAL* RESOURCES INSTITUTE

INTRODUCTION

Background

Coastal resources (air, water, land, soil, watersheds, beaches, lagoons, estuaries, wildlife, fisheries and nearshore continental shelf) have been seriously threatened and/or altered by California's population growth and development. Many fragile coastal zone areas have been overwhelmed by human activity, resulting in land-use changes, altered runoff volumes and quality, environmental disturbances and degradation, numerous forms of pollution, offshore changes in fisheries, and sedimentary depletions caused by oil and mineral exploration in surrounding watersheds. Much of our coastal zone has been destroyed or altered through man's activities, and no coastal resources have remained untouched.

The negative economic impact caused by coastal activities continues to grow. Due to the state of crisis facing much of this fragile coastal zone, it is apparent to federal, state and local governments that the coastal zone needs special study and management. Problems facing the coastal zone are unique, multifaceted, and complex. They include various forms of toxic pollution, lost or reduced animal and plant habitat, public access and open spaces, plus the massive effects of land-use changes. Solutions to complex problems are beyond the scope of a single academic discipline. Research and management directives must be coordinated among the various relevant academic disciplines and involve the responsible political authorities in order to develop and implement management strategies within the coastal zone that benefit both nature and man. An interdisciplinary

*The term "coastal/coast", as used in this proposal, defines broad regions of land and water adjacent to, and including the shore. The word is meant to refer to a region(s) of indefinite width that extends from the sea inland to the first major change in terrain features, or the watershed(s) that influences, controls, or determines the features or activities in the ocean-land interface; and to the ocean areas that are impacted by man's activities.

approach is vital to problem solving and a necessity in developing implementation strategies necessary to reverse the present trend of coastal resources degradation.

Proposal

It is in response to this critical local, regional and international need for coastal resources management that the COASTAL RESOURCES INSTITUTE (CRI) is being proposed. Studies, programs, and strategies must be developed to mitigate, reverse, improve and/or properly manage the harmful effects that man's activities have had and are continuing to have on the world's coastal environments.

MISSION AND GOALS

A balanced, realistic perspective of coastal resources management is vital in attempting to develop programs that successfully integrate the coastal environments' physical, biological, and social aspects. CRI welcomes all professional disciplines involved with and manage the coastal environments.

Mission

The CRI mission is to conduct research, develop programs and strategies that will serve to improve coastal resources management by mitigating the impacts of human development on the coastal environment. Research will be directed toward both narrow, single discipline problems and broader problems requiring multiple disciplines. The latter may address conflict resolution among vested coastal resource users. Management decisions and implementation strategies, within coastal environments, to be effective will be based on current cross-disciplinary analysis, assessment, and evaluation.

Goals

- provide opportunities for faculty, staff and student cooperation and integration by participating in a university-wide, interdisciplinary effort to develop programs to manage coastal resources
- provide opportunities for professional, intellectual, and personal growth through applied research and development activities
- analyze, plan and implement activities in coastal environments that benefit both human and natural systems

- review literature and state-of-the-art technologies that may be applied to the coastal zone
- provide the opportunity for faculty to apply current research and learnings to teaching and instructional programs
- invite the local, regional and national community to participate and promote the transfer of information and technologies through applied research
- conduct cross-disciplinary applied research that will inform the public and decision makers about mitigation, management, and implementation strategies that impact coastal resources
- develop a computerized data base (including literature) and techniques for resources information distribution
- develop educational programs that will inform the public at large as well as decision makers about the major issues, concerns, and opportunities available to management in the coastal zone
- allow interdisciplinary teams the opportunity to work toward a single goal that unifies their research energies
- create an institute which is self-sustaining, is complementary to and enriches other programs, activities, and institutes at Cal Poly
- obtain nonprofit status for CRI
- provide a vehicle (workshops, conferences and symposiums) for the exchange of ideas and skills from the physical, biological, social, and economic sciences, as well as engineering and technology, and the arts and humanities.

NATURE OF PROJECTS

The kinds and magnitude of research activities that could be performed under the auspices of CRI are varied. They could range from simple vertebrate species identification to complex interdisciplinary regional cross impact assessment methodologies. Recently faculty working under the CRI concept have successfully obtained approximately \$ 350,000 in contracts from the Central Coast Regional Water Quality Control Board. The studies include designating the beneficial use categories of water in the Central Coast, leading to the development of a basin plan; another deals with an interdisciplinary assessment of the quantity of mercury entering Lake Nacimiento, and the preparation of a watershed management plan, etc. Faculty used an interdisciplinary team approach to proposal preparation.

The Food Science and Nutrition Department supports CRI and is actively engaged in pursuing research in marine food production development, natural products from the marine ecosystem, and nutritional evaluation of marine food products. Their support and participation could be an important link in solving management problems associated with the population dynamics of marine ecosystems and in identifying and solving problems with harvesting coastal food resources.

A search through the 1990 Annual Report from the Grants Development Office reveals a number of projects that might have benefited from being part of CRI. These include proposals for studying the environmental conditions of Morro Bay, the Monarch butterfly, and local fish populations.

CRI: THE PROPOSED INSTITUTE

It is clear from the formation of local and regional conservation and environmental groups that there is intense national interest in the study, management, and development of coastal resources. However, many study and research needs sought by these groups require institutions with a diverse and interdisciplinary resource base which is generally not continuously available in the public or private sector. Large public/private institutions may contain the expertise necessary for meeting the challenges of the conservation groups, but were not organized for such purposes. CRI would provide the institutional structure and Cal Poly the diverse faculty for such activity while at the same time complementing the educational mission of the university. Government and private agencies would, through the Cal Poly Foundation, be able to contract with CRI for specific research, management and coastal resource studies.

The faculty in Biological Sciences, City and Regional Planning, Civil and Environmental Engineering, Food Science and Nutrition, Landscape Architecture, Physical Sciences, Natural Resources Management, Soil Science, and other departments are enthusiastic at the prospect of developing an institute that would focus on research directed at solving the varied and diverse management problems associated with marine and coastal resources.

Membership

Membership will consist of faculty, and staff of Cal Poly with an interest in studying and researching coastal resource issues. In addition, CRI faculty-selected consultants and research associates working on CRI projects may serve as adjunct faculty to the university. Cal Poly students may be hired to work on projects as adjunct staff.

Organization

The Director of the CRI as a multidisciplinary entity would report to the Associate Vice President for Graduate Studies and Research. The Director/Coordinator of CRI would act as administrator to the institute, providing support to the various projects undertaken by faculty and staff. Each project would have a project director who would be directly responsible for its implementation and accounting. Funds would be managed by the Cal Poly Foundation, which would also serve as the funding recipient on behalf of CRI.

Location

During CRI's demonstration phase it is not anticipated that a specific physical space will be required to conduct activities. The Director would serve as the focal contact for CRI business using his/her university office. Monthly or quarterly membership meetings will be held to update the membership of CRI activities. Other CRI members as identified in the Annual Membership List can serve as a CRI contact. The Applied Research and Development Facility (ARDFA, Bldg #4) and the Natural Resources Management Department in the School of Agriculture have both agreed to house the institute temporarily when physical space is required for specific projects.

The decision on permanent housing will be made when there are sufficient research activities to warrant such space. The Executive Committee will initiate such a request through appropriate university channels. It is anticipated that as research activities increase during the third and fourth year a permanent on-campus location will be necessary. The location could be in Bldg 04 or another site on campus.

Although not a requirement for the successful initiation of CRI, an off-campus research/teaching facility, located on the coast, would be desirable for some CRI activities. It is possible that through appropriate non-university funds such a facility could be secured and jointly used by CRI research faculty, guest scientists and

educators. An off-campus, ocean side locality is desirable in such research needs as in-lab seawater biological studies, nutrition, and mariculture studies, as well as in the housing of equipment used in coastal research.

On California's Central Coast, one of the most attractive and diverse areas of the coastal zone is Morro Bay. It offers a typical example of a complex coastal/urban environmental interface which involves farming, rapid urban growth, overlapping political jurisdictions, a strong environmental movement, a diverse natural environment, etc. It is situated eleven miles from Cal Poly and provides an excellent environmental lab and testing ground for research and development activities associated with the coastal system. Morro Bay could serve as a environmental laboratory, outdoor classroom, and training facility for CRI faculty conducting coastal research projects.

Advisory Board

An Advisory Board composed of 12-30 community leaders will provide outside consultation and direction to CRI and will meet with CRI's Director/Coordinator and project managers at least once a year to review the work and advise on future directions.

Rules of Operation

The CRI shall follow the rules of formation and operation for Institutes and Centers as laid down in Administrative Bulletin 87-3.

Research Activities

The CRI will serve as a multifaceted interdisciplinary research institute for the organization of coastal studies. Such facets will include primary research, applied research, data collection, evaluation, organization, and the enhancement of education in the coastal zone, region, community, Rancho El Chorro, and Cal Poly.

CRI would provide many opportunities for student learning through theses research and class activities. Class projects could be directed toward research and data collection and toward practical resource management problems which contribute to faculty and student learning and development. It is expected that much of the work will benefit the quality of human life as well as the natural environment.

Funding

Initially, start up resources will be requested from the Vice President for Academic Affairs. Costs are assessed to be 0.6 FTE (27 WTU's) and \$10,000 for approximately two years. The FTE's will be used for the purpose of securing grants, funds, gifts and monies from various sources. CRI will receive the assigned time and monies, and the Director will allocate the resources in conjunction with the Executive Committee. The monies will be used for travel and expenses incurred in securing grants and funding.

It is anticipated that once CRI is official, funds for research activities will be a function of communicating the CRI concept to the various federal, state and local agencies and developing proposals.

During the past three years Cal Poly faculty communicated the CRI concept to the RWQCB which resulted in RFP's totaling about \$500,000. The faculty were successful in securing about \$350,000. This amounted to almost what could be called a sole source contract. There was only one other institution that was allowed to bid on a few of the RFP's. It is anticipated that other federal, state, and local agencies have the same needs as the RWQCB, and that once contact is made and the interdisciplinary concept of CRI communicated, CRI will be able to be financially self sufficient.

Grant funding would be used to support, (1) a full and part time technical and clerical staff, (2) a core research and administration program, and (3) assigned time for faculty, staff and students. The following schematic identifies approximate percentage of positions necessary to implement CRI over a five year period. University support, (1.2 FTE's), is requested for the first two years. It is anticipated that the majority of technical and clerical support for this time will come from contracts; and the positions will be self supporting thereafter. The "X" for RWQCB identifies current contracts, while the row for "OTHERS" identifies potential.

YEAR	1	2	3	3	5
A d m					
Director	.25	.50	.75	.75	1.00
Assoc. Dir.		.25	.50	.50	.50
Clerical	.50	.75	1.00	1.00	1.00
Technical	.25	.50	.50	.75	1.00
Assigned Time	.25	.25	.50	.50	.75
Projects					
RWQCB	X	X			
OTHERS		X	X	X	X

Basic grant administration costs of the Foundation and the university will be covered by indirect costs generated from CRI grants. The RWQCB contracts have indirect costs of approximately 25% which, over a two year period, will bring about \$8,000 back to CRI for infrastructure cost.

During the first two years of operation, in order to adequately cover CRI infrastructure cost, CRI is requesting 1.2 FTE's and \$20,000. This will be supplemented by the 40% uncommitted indirect costs that are returned to the project.

For all proposals generated for the first five years CRI will stress that they carry the maximum indirect cost rate of 49% of salaries and wages. This will allow CRI to become self-sufficient within three years.

In addition, depending on the sponsor and circumstances of the RFP, CRI will require that administrative activities for each project be covered as a line item in the budget.

During our start up period CRI faculty will actively seek other sources of funds which may include gifts, donations and co-funding or the selling of memberships to cover administrative costs. The latter may allow sponsors greater access for research endeavors.

When funded projects require physical space, CRI will utilize ARDFA, Bldg 04, and take advantage of the sharing of indirect costs identified

in Adm. Bulletin 90-2. It is anticipated that by year five, CRI will be housed in Bldg 04 or have its own structure. Within five years, it is anticipated that a university policy dealing with indirect cost sharing will be developed for applied research facilities that do not have general fund or other continuing sources of support.

The Cal Poly Foundation, through CRI, would serve as a recipient of funds for research proposals which would be developed as either part of a master research program developed for CRI, as an independent faculty-generated project, or at the request of outside agencies or organizations.

CRI is proposed as a nonprofit institute, and will be under the jurisdiction of the Cal Poly Foundation.

Resources/Facilities

Initially CRI will utilize campus, department and faculty resources, e.g. computer, library, and laboratory facilities. The faculty that are involved with developing this proposal have expressed a willingness and desire to work together and to share resources and facilities to accommodate the development of CRI.

The faculty will schedule research activities on campus so that resource facilities will not impact any existing programs or activities. The start-up resources that will be used for CRI are presently available to faculty and will not be utilized in any way that will detract from the primary purpose of education.

It is difficult to predict, with any degree of certainty, the type of resources that will be necessary. The following is an appropriate subset of what might be necessary and represents a reasonable view of the type of functionality required. This list is approximate as to machine and software type, and merely serves as an indication of the level of sophistication that may be required. Most, if not all, of these resources are available on campus.

- HP 9000 Workstation and Supporting CAD/CAM Software
- DEC VAX Station and Supporting CAD/CAM Software
- GIS system, including digitizer, plotter
- Apple and IBM PC network
- SLONET access
- Access to a data base (IBM)
- VT 3 xx

- A specific set of software applications, operating systems and language that can be used for research

Current hardware systems available for use on campus include an IBM/3090/400E Super Computer, Sequent Balance 8000, SUN network, DEC VAX 750 and pyramid 98XE. Cal Poly's mainframe is linked by a system-wide network to computing resources at other CSU campuses, large data base national networks and information services. Several microcomputer facilities are available at Cal Poly for research and development.

The Kennedy main library at Cal Poly has reasonable coastal research literature available at the present time. An inter-library loan program would facilitate access to library resources outside of the main library.

PROGRAM DEVELOPMENT

Data Base and Clearinghouse

The CRI will initially start forming a data base on the Central Coast watersheds through research projects from RWQCB. The data base will be extended to other watersheds, environments and coastal regions as research opportunities become available.

The initial data base generated from the biological and physical science, and engineering disciplines will include species lists, habitat inventories, watershed geologic and sedimentation data, water and sediment physics and chemistry, tidal flow, hydrology etc. A related data base on ocean, coastal, and environmental engineering would also be developed. Facilities currently exist in the Natural Resources Management and Landscape Architecture Departments and in the School of Engineering to store and manipulate this type of data with expert graphic information systems, such as ARC/INFO.

It is expected that state, federal and local governments/agencies would cooperate in using and funding this information data base, and that the presence of CRI would enhance relationships between the university and those agencies by providing a current and comprehensive data base for management, educational and research endeavors.

As a clearinghouse, the CRI would create a forum for defining, studying, and resolving public policy and resource management issues in the coastal zone. The forum could incorporate national, state, and local policies, especially those involving conflict-resolution of matters such as marine terminal basing, offshore oil drilling, land use policies, pollution control and property rights. This function may develop into an economic and geoeconomic model building exercise with complex cost-benefit analysis within a multifaceted economy.

Development of Descriptive and Predictive Models

Natural Resources Management, Landscape Architecture, Physical Sciences, Biological Sciences, Civil and Environmental Engineering, and other departments have a great interest in developing and expanding software and computer systems for preparing computer simulated models.

Initially the models would include basic physical, social and biological features in the landscape and develop into integrated holistic predictive simulation models capable of simulating a variety of political, social and engineering scenarios.

Development of Specific Research Programs

It is important that research projects be conducted with a sense of continuity, cross-disciplinary cooperation, and that these projects contribute to research, education and management of the coastal ecosystems. Research endeavors should be directed, proposed and guided by the mission and goal statement of the CRI.

Some research areas identified by CRI faculty which have immediate potential for funding are:

- Salt water contamination and intrusion
- Beneficial use designations for water bodies
- Dredging impacts on Morro Bay (physical, biological, social, and political)
- Land use changes
- Enhancement of rare plant habitats
- Identification of eel grass habitats/use in the estuary
- Land use conflicts
- Political and jurisdictional management conflicts
- The estuary as a marine nursery
- Interdisciplinary management implementation models
- Human population growth patterns

- Erosion and sediment in filling of tidelands
- Patterns of land development
- Hydraulics of tidal and wave action on beaches and bay environment
- Coastal modeling

Public Education

The CRI expects to work with docents of museums, conservation and industry groups, local and county planners, and others in communicating the critical factors influencing the management of the coastal zone. The CRI faculty can play an important role in developing education and outreach programs through technology transfer methodologies for local, state and federal governments and agencies.

Enhancing Student Programs

The presence of specific research and public information programs developed by CRI would facilitate and enhance teaching programs utilizing new research data and interdisciplinary team activity. Biology, Engineering, Geology, Land Use, Political Science, and Resource Management courses would gain from the presence of CRI's facilities, student project opportunities, and from the sense of continuity developed by student contribution to a program of greater scope. In the future it is likely that CRI could provide opportunities to substantially enhance the university's curriculum research and information transfer mechanisms.

SOURCES OF FUNDING

The Institute shall be self-sustaining, with funds coming from grants developed by the Director/Coordinator and CRI members. In kind contributions from the university, in the form of office and laboratory space, may be required in the initial stages of formation.

One of the prime advantages of the CRI will be to act as the recipient of grants, awards and contracts through Cal Poly Foundation. The CRI interdisciplinary approach to proposal development is considered very advantageous in obtaining funds, as opposed to a proposal developed by a single faculty member or discipline. It is especially important when addressing coastal resources problems to develop proposals that are interdisciplinary and regional in scope.

The CRI would coordinate faculty and students to participate in interdisciplinary efforts and provide a means to secure resources that would otherwise be unattainable by a single researcher or discipline. It is anticipated that outside resources, during times of limited funds, could improve facilities for applied research and instructional programs.

Sources

- State of California Department of Fish and Game
- U S Army Corps of Engineers
- California Regional Water Quality Control Board
- State of California Coastal Conservancy
- Nature Conservancy
- San Luis Obispo County
- California Department of Transportation
- Land Conservancy
- San Luis Obispo County
- California Department of Parks and Recreation
- California Department of Forestry and Fire Protection
- Pacific Gas and Electric
- U S Fish and Wildlife Service
- Port San Luis
- PG&E
- Private Industry
- Foundations

Coordination

CRI expects to work very closely with other institutes and centers within the university and with groups outside the university that will be independently seeking grant monies. For example, the Bay Foundation, if Morro Bay, may seek grants but does not have the technical capability to complete the project. CRI will be able to provide the technical capabilities needed to supplement their proposal. Groups, within the Central Coast, such as the Coastal Conservancy and Regional Water Quality Control Board may want to utilize CRI's pool of researchers rather than relying on institutions in other regions to provide solutions to local environmental problems.

It is expected that CRI would act closely with Federal and State agencies such as the U S Fish and Wildlife Service, California Department of Fish and Game, California Department of Parks and Recreation, Coastal Conservancy, U S Army Corps of Engineers, and

the Environmental Protection Agency. This would be an advantageous relationship for students, faculty and the environment.

KEY FACULTY

•School of Agriculture

- Brent G Hallock Ph.D. Professor of Soil Science. Environmental Assessment. Septic Systems and Land Use.
- Stephen M Kaminaka Ph.D. Professor of Agriculture Engineering. Waste disposal systems and computer applications
- Robert O Noyes Ph.D. Professor of Food Science and Nutrition. Coastal food resources (fisheries).
- Joseph Montecalvo Ph.D. Professor of Food Science and Nutrition. Coastal food resources (fisheries).
- Mary E Pedersen Ph.D. Professor of Food Science and Nutrition. Coastal food resources (fisheries).
- Douglas Piirto Ph.D. Professor of Natural Resources Management. Coastal Forest Resources Management.
- Thomas J Rice Jr. Ph.D. Associate Professor of Soil Science. Sedimentation erosion.
- James R Vilkitis Ph.D. Professor of Natural Resources Management. Regional resources planning and interdisciplinary team management.

•School of Architecture and Environmental Design

- Linda Dalton Ph D. Department Head and Professor of City and Regional Planning. Local and regional planning, assessment and implementation.
- David Dubbink Ph.D. Professor of City and Regional Planning. Coastal Management and Policies.
- Gerald L Smith. Professor of Landscape Architecture. Five Interested Faculty. Computer applications of geographic information systems, landscape analysis, assessment, planning, visual impact analysis.

•School of Engineering

- Marshall L Anderson Ph.D. Professor of Civil and Environmental Engineering. Transportation engineering. Civil engineering.

- Harold M Cota Ph.D. Professor of Civil and Environmental Engineering. Water and Air Quality. Hazardous Wastes and Pollution Control.
- R. V. Craig Ph.D. Professor of Civil and Environmental Engineering. Structural engineering.
- Jay Scott DeNatale Ph.D. Associate Professor of Civil and Environmental Engineering. Geotechnical engineering.
- Stephen Hockaday Ph.D. Professor of Civil and Environmental Engineering. Fifteen Interested Faculty. Transportation, Port Systems, Geotechnical, Structural, and Water Resources.
- Carl C F Hsieh Ph.D. Professor of Civil and Environmental Engineering.
- Chien-Kuo Lo Ph.D. Associate Professor of Civil and Environmental Engineering. Hydraulic engineering.
- H. Mallareddy Ph.D. Professor of Civil and Environmental Engineering. Wastewater treatment. Hydrology.
- Edward A Nowatzki Ph.D. Associate Professor of Civil and Environmental Engineering. Soils and Geotechnical Engineering.
- Celina U Penalba Ph.D. Lecturer of Civil and Environmental Engineering. Marine structures and dynamic load engineering.
- Robert Earl Sennett III, Ph.D. Professor of Civil and Environmental Engineering. Civil engineering and engineering mechanics.
- Shan Somayaji Ph.D. Professor of Civil and Environmental Engineering. Structural engineering. Corrosion engineering.
- Edward C Sullivan Ph.D. Associate Professor of Civil and Environmental Engineering. Traffic and highway engineering.
- Samuel Vigil Ph.D. Professor of Civil and Environmental Engineering.

•School of Liberal Arts

- Richard Kranzdorf Ph D.. Professor of Political Science. Policies of Continental Shelf Development.
- Dianne N Long Ph.D. Professor of Political Science. Political structure, implementation strategies,

sampling methodologies, and environmental impact assessment

•School of Science and Mathematics

- Leslie S Bowker Ph.D. Professor of Biological Sciences. Computer applications to biological systems
- David H Chipping Ph.D. Professor of Physics. Geography, Hydrogeology and Sedimentation.
- Royden Nakamura Ph.D. Professor of Biological Sciences. Aquatic fresh and salt water biology.
- Thomas L Richards Ph.D. Professor of Biological Sciences. Aquatic invertebrates
- Aryan I Roest Ph.D. Professor of Biological Sciences. Vertebrate Zoology.

BYLAWS
COASTAL RESOURCES INSTITUTE
California Polytechnic State University
San Luis Obispo, California

These bylaws are applicable within the authorization established by the Board of Trustees of the California State University (CSU) and the California Polytechnic State University (Cal Poly).

ARTICLE I - NAME

The name of this organization shall be the Coastal Resources Institute (CRI).

ARTICLE II - PURPOSE

Section 1 - Direction

The CRI is a non-profit, non-partisan organization established for educational, research, and service purposes. The CRI will promote the study of coastal resources, their management, and public participation in the decision making process. The CRI programs will be of an applied nature involving students, faculty, and community.

Section 2 - Policies

The policies of CRI shall be in harmony with the policies of the Trustees of the CSU system and Cal Poly.

Section 3 - Dissolution

In the event CRI is dissolved, its assets remaining after payment of, or provision for payment of, all debts and liabilities shall be distributed to the Cal Poly Foundation in trust for the University.

ARTICLE III - MEMBERSHIP

There shall be one class of membership and each member shall have equal rights and voting privileges. Only faculty and staff of Cal Poly shall be members of CRI; membership is open to all interested faculty and staff.

The Director and the Executive Committee of CRI shall acknowledge members through the publication of an annual list.

ARTICLE IV - CRI ADMINISTRATION

Administrators of CRI shall consist of a Director, Associate Director(s), Research Associate(s), and those others selected by the membership with the consent of the Executive Committee. The Director shall carry on the day to day management and administrative activities of CRI. The Associate Directors may be identified for administration, new project development, capital campaign, etc. Research Associates may be identified for specific research projects.

Staff members shall work under the direction of an administrator who is supervised by the Director. Staff members are those persons serving the University in an instructional or non-instructional program of CRI.

The Director will report to the Associate Vice President for Graduate Studies and Research.

ARTICLE V - ADVISORY BOARD

Section 1 - Composition

The Advisory Board to CRI shall consist of at least nine but no more than 30 persons recommended by the membership and approved by the President of Cal Poly.

Section 2 - Powers and Duties

The Advisory Board shall provide advice and comment on CRI programs, shall engage in public relations and fund raising for CRI programs, and shall provide overall guidance and direction to CRI. The Advisory Board may select such additional persons to serve as non-voting Honorary Advisory Board members as it deems appropriate.

Section 3 - Meetings

The Advisory Board shall meet at least once a year to review CRI programs and to provide general direction. The Advisory Board shall select a chair who will preside at meetings. The chair shall serve for one year and can run for re-election. The date of the Advisory Board meeting shall be at the pleasure of the Advisory Board.

Section 4 - Number Constituting a Quorum

A majority of the Advisory Board then in office shall constitute a quorum for the transaction of business at a meeting of the Advisory Board. The members present at a duly called and held meeting at which a quorum is initially present may continue to do business notwithstanding the loss of a quorum at the meeting due to a withdrawal of members from the meeting.

ARTICLE VI - EXECUTIVE COMMITTEE

Section 1 - Composition

There shall be an Executive Committee composed of the Director of CRI, five other members of the University and three members of the Advisory Board who are non-voting members.

Section 2 - Membership

A nominating committee of the membership shall propose Executive Committee members for vote by the membership. In the first year of operation, members to the Executive Committee will be recommended by the membership and approved by the Associate Vice President of Graduate Studies and Research.

Section 3 - Meetings

The Executive Committee shall meet once each quarter, except summer quarter.

Section 4 - Duties

The Executive Committee shall provide the general guidance related to the business activities and affairs of CRI. The Director shall implement those decisions.

A report of CRI activity shall be submitted to the Advisory Board for information at its Annual Meeting with the Honorary Board unless a special meeting is called for that purpose.

Section 5 - Terms

The Executive Committee shall serve staggered three (3) year terms of office.

Section 6 - Conduct of Meeting

Meetings shall be governed by *Robert's Rules of Order*, as such rules may be revised from time to time, insofar as such rules are not inconsistent with or in conflict with the CSU and Cal Poly.

ARTICLE VII - FISCAL POLICIES

Section 1 - Fiscal Year

The fiscal year shall be in accordance with that specified by Cal Poly.

Section 2 - Accounts and Audit

The books and accounts of the CRI shall be kept by the Cal Poly Foundation in accordance with sound accounting practices, and shall be audited annually in accordance with Cal Poly policies.

ARTICLE VIII - OPERATING GUIDELINES

The Executive Committee may develop operating guidelines to implement these bylaws.

ARTICLE IX - AMENDMENTS

The bylaws may be amended by a two-thirds($\frac{2}{3}$) vote of the members of the Executive Committee voting at any meeting of CRI. Each member shall have two (2) weeks advance written notification of the proposed amendments.

Adopted:

ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

Background Statement: The implementation of the University Center for Teacher Education has created a unique situation for representation of its members within the Academic Senate and university committees. There is no provision within the Constitution of the Faculty and Bylaws of the Academic Senate which addresses representation from academic units which are not housed within a school.

AS- -91/
RESOLUTION ON
ACADEMIC SENATE REPRESENTATION
UNIVERSITY CENTER FOR TEACHER EDUCATION

- WHEREAS, The University Center for Teacher Education has no representation within the Academic Senate; and
- WHEREAS, No provision exists which addresses representation of faculty within the Academic Senate or university committees from academic units not affiliated with a school or Professional Consultative Services; therefore, be it
- RESOLVED: That Article III.1.a. of the Constitution of the faculty be changed as follows:

Article III. The Academic Senate

Section 1. Membership

- a. Each school shall elect three senators, plus one senator for each thirty faculty members or major fraction thereof. Any academic unit not housed within a school, which is otherwise not represented within the Academic Senate, shall have an opportunity to obtain representation in the Senate and/or university committees through a petition to the Academic Senate Executive Committee. The unit, upon petition, may be allocated one senator for each thirty full-time faculty members or major fraction thereof who are solely affiliated with that unit.

Proposed By: Academic Senate
Constitution and Bylaws
Committee
May 9, 1991

Adopted:

ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

AS- -91/
RESOLUTION ON
STATEMENT ON RACISM AND DISCRIMINATION

WHEREAS, The campus needs to express in a widely disseminated, concise, written format its commitment to the values expressed in this resolution; therefore, be it

RESOLVED: That the following statement be printed in the Cal Poly catalog and the Faculty, Staff, and Student Handbooks:

Statement on Racism and Discrimination

Cal Poly will not tolerate acts of racism or discrimination of any type. The University is committed to being a community enriched by individual differences, in which diversity is valued and respected and in which all members live and work free from harassment, abuse, mockery, and discrimination.

Proposed by: Academic
Senate Personnel Policies
Committee
May 9, 1991

Adopted:

ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

AS- -91/
RESOLUTION ON
ACADEMIC FREEDOM

WHEREAS, The University Self-Study for Accreditation
stated:

A clear statement of commitment to academic
freedom should appear in the University Catalog
where it is equally visible to students, faculty,
and interested external constituencies;

therefore, be it

RESOLVED: That the following statement be printed in the
University Catalog:

Statement on Academic Freedom

Cal Poly recognizes and supports the principle of
academic freedom, by which each faculty member has
the right to teach, to conduct research, and to
publish material relevant to that faculty member's
discipline, even when such material is
controversial. The university also guarantees to
its faculty the same rights shared by all citizens
which include: the right to free expression, the
right to assemble, and the right to criticize and
seek revision of the institution's regulations.

At the same time, the faculty should recognize an
equally binding obligation to perform their
academic duties responsibly and to comply with the
internal regulations of the university. Each
faculty member is expected to recognize the right
of free expression of other members of the
university community; intolerance and personal
abuse are unacceptable. When acting as private
citizens, faculty members are expected to make it
clear that they are not acting as representatives
of the university.

Proposed by: Academic
Senate Personnel Policies
Committee
May 9, 1991

School of Architecture and Environmental Design

Date: April 29, 1991

1992-94 CATALOG PROPOSALS

VP (Vice President Academic Affairs), AS (Academic Senate),
CC (Curriculum Committee)
A = Approved, A* = Approved pending technical modification,
AR = Approved with Reservation (see Committee Comments),
T = Tabled (see Committee Comments), D = Disapproved

V	A	C
P	S	C
		A
		A

I. NEW COURSES -----

1. None

II. DELETED COURSES -----

1. EDES 110 Descriptive Drawing (1) 1 act C13
2. EDES 303 replaced by ARCH 303

III. CHANGES TO EXISTING COURSES -----

Number, Title, Unit Value, C/S Number, Description and Prerequisite Changes

1. None

IV. GENERAL EDUCATION AND BREADTH COURSES -----

1. None

V. CURRICULUM CHANGES -----

1. none

VI. COMMITTEE COMMENTS -----

1992-94 CATALOG PROPOSALS

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V P	A S	C C
		T AR AR AR A AR A AR AR AR AR A ↓ A A

1. none

1. none

Number, Title, Unit Value, C/S Number, Description and Prerequisite Changes

1. ARCE 302 3 lec C4 to 3 act C13
2. ARCE 321 2lec, 1 lab to 3 lec
3. ARCE 322 2lec, 1lab to 3 lec
- 3a. ARCE 323 2 lec, 1 lab to 3 lec
4. ARCE 372 Steel Design Lab to Steel Structures Design Lab
5. ARCE 403 Steel Design II 3 lec C4 to Advanced Steel Structures Laboratory 3 lab C16
6. ARCE 422 change coreq ARCE 444 to Prereq or coreq ARCE 444
7. ARCE 444 Reinforced Concrete Design I (4) 4 act C13 to Reinforced Concrete Lab (3) 3 labs C16
8. ARCE 445 Prestressed Concrete Design (4) 4 act C13 to Prestressed Concrete Design Lab (3) 3 lab C16
9. ARCE 446 Concepts of Advanced Structural Systems 3 act C13 to Advanced Structural Systems Lab 3 labs C16
10. ARCE 447 Reinforced Concrete II 3 act C13 to Advanced Reinforced Concrete Lab 3 lab C16
11. ARCE 451 Timber and Masonry Design Lab to Timber and Masonry Structures Design Lab
12. ARCE 452 Reinforced Concrete Design Lab to Concrete Structures Design Lab
13. ARCE 453 Senior Integrated Design Project to Senior Project Lab. Prereq add ARCE 372
14. ARCE 481 Structural Models Lab to Structural Experimental Lab
15. ARCE 483 Seismic Design to Seismic Analysis and Design

1. no changes

1. Delete CM 342 Concrete, Formwork and Structural Steel Practices (3)
2. Change approved technical electives from (10) to (14)

III. 1. T = significant concerns regarding shift in mode from lec to act
III. 2, 3, 3a. AR = why drop lab? Service course, consult with ARCH, CM
III. 5, 7, 8, 9, 10 AR = change from act to lab means more hours & possible scheduling difficulties.

1992-94 CATALOG PROPOSALS

MCF = Miscellaneous Course Fee

I. NEW COURSES

1. ARCH 101 Survey of Architectural Education and Practice (2) 2 lec C1
2. ARCH 303 Human Factors for Environmental Designers (3)
replaces EDES 303
3. ARCH 357 Computer Graphics in Architecture (4) 2 lec, 2 lab C4/16 MCF
replaces ARCH 457
4. ARCH 460 Advanced Computer Graphics in Architecture (3) 2lec, 1 act C4/13
MCF. replaced ARCH 459
5. ARCH 461 Advanced Computer-Aided Design in Architecture (3) 2 lec, 1 act
C4/13 MCF. replaces ARCH 458

II. DELETED COURSES

1. ARCH 219 History of Architecture (3) 3 lec C2
2. ARCH 457 Computer Graphics in Architecture I (2) 1 lec, 1 lab C4/16
replaced by ARCG 357
3. ARCH 458 Computer Graphics Applications in Architecture II (2) 1 lec, 1 act
C4/13. replaced by ARCH 461
4. ARCH 459 Computer Graphics Applications in Architecture III (2) 1 lec, 1 act
C4/13. replaced by ARCH 460

III. CHANGES TO EXISTING COURSES

Number, Title, Unit Value, C/S Number, Description and Prerequisite Changes

1. ARCH 317 descr change C3.
2. ARCH 318 descr change C3.
3. ARCH 319 descr change C3.

IV. GENERAL EDUCATION AND BREADTH COURSES

1. ARCH 317 descr change C3.
2. ARCH 318 descr change C3.
3. ARCH 319 descr change C3.

V. CURRICULUM CHANGES

1. Add ARCH 101 Survey of Architectural Education and Practice (2)
2. Delete ARCH 219 History of Architecture (3)
3. Delete PHYS 137 General Physics: Applied Physics for Architects (4)
4. Delete STAT 211 Elementary Probability and Statistics (3)
5. Add architectural history elective (3)
6. Change electives from (6) to (9)
7. Change total units from (250) to (248)
8. M.S. Architecture - no changes

VI. COMMITTEE COMMENTS

- I. 1. A* = no textbook
- I. 4, 5. A* = increase class size to break-even, why 400-level?
- V. 3, 4. A* = did other depts. respond?
- V. 5. AR = suggest creating an umbrella topic arch history course

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		A
		A

1992-94 CATALOG PROPOSALS

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CC (Curriculum Committee)
A = Approved, A* = Approved pending technical modification,
AR = Approved with Reservation (see Committee Comments),
T = Tabled (see Committee Comments), D = Disapproved
MCF = Miscellaneous Course Fee

V	A	C
P	S	C
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1. CRP 427 Local Economic Development Planning (3) 3 sem C5
2. CRP 514 Computer Applications for MCRP (2) 2 lab C16 MCF
3. CRP 530 Planning Agency Management (3) 3 sem C5
replaces CRP 502
4. CRP 597 Policy, Planning and Management (4) 4 sem C5

1. CRP 502 Planning Principles and Practice (4) 4 sem C5
replaced by CRP 530
2. CRP 598 Research Design and Methods (2) 2 sem C5

Number, Title, Unit Value, C/S Number, Description and Prerequisite Changes

1. CRP 213 Information for Urban and Regional Planning to Population and Housing Studies. Descr change.
2. CRP 214 Urban and Regional Processes to Land Use and Transportation Studies. Descr change.
3. CRP 215 Regional Planning and Economic Development replaced by CRP 315 Economic and Fiscal Analysis for Planning. Descr change.
4. CRP 351, 352, 353 Planning Laboratory to Community Planning Laboratory.
5. CRP 407 replaced by CRP 404. (Also listed as FNR 404)
6. CRP 408 change also listed as NRM 408 to FNR 408)
7. CRP 435 (4) 3 lec, 1 lab to (3) 3 sem C5
8. CRP 444 4 lec C4 to 4 sem C5
9. CRP 451 Planning Laboratory to Regional and Environmental Planning Laboratory
10. CRP 457 3 lec C2 to 2 sem, 1 lab C5/16
11. CRP 463 prereq from CRP 452 to CRP 409, 452
12. CRP 501 descr change
13. CRP 510 descr change. Prereq from CRP 502 to grad standing
14. CRP 513 descr change.
15. CRP 520 descr change. Prereq from CRP 502 to CRP 501
16. CRP 525 (4) 4 sem to (3) 3 sem. Descr change.
17. CRP 552 Urban Planning Laboratory to Community Planning Laboratory
18. CRP 553 prereq from CRP 515 to CRP 515, CRP 548

1. no changes

V. CURRICULUM CHANGES -----

B.S. City and Regional Planning

1. Delete CRP 215 Regional Planning and Economic Development (3)
2. Add CRP 315 Economic and Fiscal Analysis for Planning (3)
3. Change MGT 317/POLS 441 (4) to MGT 317/POLS 441/PSY 302 (4/3)
4. Change adviser approved electives from(13) to (13/14)

M.C.R.P

1. Add CRP 514 Computer Applications for MCRP (2)
2. Add CRP 525 Plan Implementation (2)
3. Add POLS 401/POLS 403 (4)
4. Delete CRP 502 Planning Principles and Practice (4)
5. Delete CRP 598 Research Design and Methods (2)
6. Delete CRP 599 Thesis/Project (6)
7. Change adviser approved electives from (10) to (8)
8. Change total units from (70) to (72)

VI. COMMITTEE COMMENTS -----

- I. 2. AR = why 500-level course, more prereqs?
III. 1, 2. A* = need Expanded Course Outline, major revision
III. 3. AR = why 300-level, intro course?

1992-94 CATALOG PROPOSALS

T = Tabled (see Committee Comments), D = Disapproved

V P	A S	C C
		A*
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9. CM 562 Construction Business Marketing (3) 3 sem C5

3. CM 451 Principles of Heavy Construction (4) 4 lab

2. CM 342 Concrete, Formwork and Structural Steel Construction Practices to Commercial, Institutional and Industrial Construction Practices

1. none

11. Add CHEM 121 General Chemistry (4)

V. 11. A* = nofity dept, why not add CHEM 124 instead of 121

1992-94 CATALOG PROPOSALS

MCF = Miscellaneous Course Fee

I. NEW COURSES

1. LA 150 Graphics and Design Fundamentals (16) 16 act C7
2. LA 212 Site Analysis (3) 2 lec, 1 lab C2/16
3. LA 464 Senior Seminar (1) 1 sem C5

II. DELETED COURSES

1. LA 343 Landscape Architecture Construction IV (3) 3 labs

III. CHANGES TO EXISTING COURSES

Number, Title, Unit Value, C/S Number, Description and Prerequisite Changes

1. LA 203 add MCF
2. LA 213 change from (3--4) 2 lec, 1--2 labs to (4) 2 lec, 2 labs. Descr change. Add "enrollment limited to CRP and LA majors."
3. LA 231 prereq from none to LA 111, LA 214, LA 310, AE 237, MATH 120
4. LA 247 prereq from LA 214, BOT 238 to LA 155, LA 214, BOT 238, SS 121
5. LA 310 Intro to Computing in Planning and Design to Intro to Computing in Landscape Architecture. Descr change.
6. LA 318 GIS Application of Natural Resource Information to Application of GIS in Natural Resources. Prereq from CSC 110 or consent to AG 250 or CSC 110 or consent. Junior standing required.
7. LA 348 add concurrent with LA 353.
8. LA 351, 352 (4) (4) 4 lab to (5) (5) 5 lab. Descr change. Prereq for LA 351 from LA 203 to LA 203, LA 214, LA 341
9. LA 353 (4) 4 lab to (5) 5 lab. Descr change. Prereq from LA 348, LA 352 to LA 342, LA 352. Concurrent from LA 343 to LA 348.
10. LA 410 descr change. Prereq from CSC 110 and 3rd year or consent to LA 451, LA/FNR 318 or consent.
11. LA 411 descr change. Add field trip.
12. LA 451 (5) 5 lab to (6) 6 lab. Descr change. Prereq from LA 410, LA 353 to LA 353 or consent.
13. LA 461 prereq from LA 441 to LA 442
14. LA 481 add MCF
15. LA 482 add MCF
16. LA 483 change from sem C5 to act C7. Add MCF
17. LA 551 add MCF
18. LA 552 add MCF

IV. GENERAL EDUCATION AND BREADTH COURSES

1. none

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V. CURRICULUM CHANGES -----

1. Delete LA 343 Landscape Architecture Construction IV (3)
2. Delete LA 410 Info Systems in Landscape Arch (2)
3. Change adviser approved SAED professional elective from (3) to (4)
4. Delete OH 237 Landscape Plants II
5. Add OH 308 Landscape Plants II

VI. COMMITTEE COMMENTS -----

- I. 1. D = disapproved of 16-unit course
- I. 2. A* = suggest increasing lec enrollment to break-even
- I. 3. T = pending approval of BLA by Chancellor's Office
- II. 1. T = pending approval of BLA by Chancellor's Office
- III. 3. D = 300-level prereq for 200-level course
- III. 4. A* = should prereq of LA 155 be 153?
- III. 10. A* = suggest not stating specific software in course descr
- V. 1. T = pending approval of BLA by Chancellor's Office (II. 1.)

Adopted:

ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

AS- -91/
RESOLUTION ON
REVISION OF "FAIRNESS BOARD DESCRIPTION AND PROCEDURES"
TO INCLUDE AN ANNUAL REPORTING CLAUSE

- WHEREAS, Executive Order 320, dated January 18, 1980 established minimum standards for campuses governing the assignment of grades by faculty and for provisions for appeal to ensure that the rights and responsibilities of faculty and students are properly recognized and protected; and
- WHEREAS, In order to fully conform to the spirit of Executive Order 320, the Trustees' Audit Staff (Report Number 90-04, dated December 11, 1990) recommended that the "Fairness Board Description and Procedures" be amended to include a provision for annual reporting to the President and Academic Senate of the number and disposition of grade appeal cases considered by the Fairness Board each year; therefore, be it
- RESOLVED: That the following clause be included in "Fairness Board Description and Procedures" (CAM APPENDIX XI, revised 8/87):

At the end of every academic year, the Fairness Board chair shall report, in writing, to the Academic Senate and the President, the number of cases heard during that academic year, and the disposition of each such case.

Proposed By: Academic Senate
Fairness Board
May 9, 1991

5-28-91

Memorandum

Date: 30 May, 1991

To: Tina Bailey, Chair
Academic Senate Curriculum Committee

From: Alice Loh, Chair
Landscape Architecture Curriculum Committee

xc G. Smith, D. Ding
Faruque, Pierce,
Timmons, Bolt,
M. Whiteford,
R. Koob, G. Irvin

Re: 1992-94 Catalog

Gere Smith, DH of Landscape Architecture has asked me to make changes and corrections as you requested, and forward them to you for the second reading scheduled for Thursday, May 30 during the 3:00-5:00 pm Academic Senate meeting. Enclosed, please find all the necessary paper work including the required new course proposal forms with accompanying expanded course outlines.

The following is our response to your comments, questions and suggestions..

1. LA 150 (16 units) deleted

New proposal LA 150
New propose LA 151
LA 110 (existing)

Graphics Fundamentals (6 units) No prerequisite
Design Fundamentals (7 units) No prerequisite
Graphics Communication (3 units) No prerequisite

2. LA 212 corrected (enrollment in lecture size is 72)

3. LA 343 drop

The units are used in increasing the value of LA 351, 352, 353 to 5 units each. This will bring the BSLA four-year curriculum in better alignment with the new BLA five-year curriculum. Since both curriculums must be offered for five to seven years, it will make it easier to teach both if the first four years of the BLA curriculum are similar to the BSLA curriculum.

4. LA 231 no change

The correct prerequisites for this course should be LA 214, AE 237, Math 120 or 118 and 119. The reason for the addition of these prerequisites is that in the last catalog cycle LA 214 was added to the second year curriculum and was overlooked as a prerequisite for LA 231. The math and surveying prerequisites were added this year because our students have been postponing taking these courses and actually need to be taken in preparation for LA 231.

5. LA 247 corrected (Prerequisite: LA 153)

6. LA 410 changed

Change the wording "ARC/INFO and UNIX" to "current G.I.S. software" in the course description and expanded course outline

We apologize for the typos and discrepancies in our package, and sincerely hope that our explanations are clear and acceptable.

min - Senate 5.28.91

State of California


California Polytechnic State University
San Luis Obispo, CA 93407

MEMORANDUM

To: All Academic Senators

Date: May 28, 1991

Copies: Concerned Individuals

From: 
Bernice C. Glinski, President
CSEA Chapter 316, Cal Poly

Re: Proposed Layoffs

The CSEA is scheduled to meet with a representative of the Chancellor's Office on June 6th and 7th, in regard to the proposed layoffs of staff employees.

On the basis of information we already have, it appears likely that no layoffs are required on this campus. The budget as presented includes essentially only the funds which will be received from the Chancellor's Office. It does not include all of the funds actually available. The CSEA and CFA have requested, from President Baker and others, information meant to uncover these now excluded potential sources of funds.

For example, satisfactory answers will need to be given as to why layoffs are being considered in places where vacant positions are being kept unfilled rather than either being released or their funds added into the campus budget. There is also the possibility that a more equitable distribution of funds among the departments of this campus would play a large part in obviating layoffs.

We believe that all current layoff notices should be rescinded, and that no new layoff notices, to either faculty or staff, should be issued until we have been provided with, or have otherwise collected, all the information necessary for a true assessment of the financial situation.

And furthermore, if it in fact turns out, after all additional sources of funds have been uncovered, that there still remains an actual shortage that must come out of salaries, we will insist on a more equitable and humane alternative to layoffs.

In particular, we will propose that everybody in the family of employees on this campus, from the president down, pay a small percentage of the burden, rather than have certain individuals pay with their jobs, and in some cases with all they have. The loss to President Baker of, say, one percent of his salary, would not mean much to him. The loss of a job to a custodian, on the other hand, may mean the loss of the bare necessities of life for him and his family. Even if it turns out that some shortage remains, and must be solved, we believe that all other solutions should be considered, before the grotesquely imbalanced one.

But we believe it most likely that no salary sacrifices will need to be made at all, not even one percent of President Baker's salary, if an honest and aggressive attempt is made to uncover all additional sources of funds.

RECEIVED

Office of the Academic Senate • One Washington Square • San Jose, California 95192-0024 • 408/924-2440 • ATSS 8/556-2440

MAY 16 1991

May 10, 1991

Academic Senate

To: Sandra Wilcox, Chair
Academic Senate, California State University

Harold Goldwhite, Chair
Academic Affairs Committee

Chairs, Academic Senates
Campuses of CSU

From: John Galm, Chair
Academic Senate
San José State University



Subject: Scope of Senate and CFA Authority

I forward to you, with a request for your attention, study, and action, the enclosed letter from Professor David Elliott of San José State. As many of you know, David chaired the CSU Academic Senate in 1978 when AB 1091, "Higher Education Employer-Employee Relations"--HEERA, became law, and he participated in defining the distribution of powers which it contains. Many of us supported the proposition that we faculty should be able to choose a bargaining representative if we wished, but we were also concerned about the role and power of Senates. Such issues had been the subject of long and searching debate in those years, leading to the consensus embodied in the bill. In other words, HEERA was not accidental and was not generated by interests outside the faculty. It was "our" version of collective bargaining.

What has concerned many of us in the latest contract is that authority that should reside in the faculty has been eroded. Practically speaking, there should be little difference between the part-time faculty hired over six of the last eight years and those we choose to reappoint. Yet nowhere do we otherwise allow length of service to become a criterion for appointment, retention or tenure.

I suspect we have here an accidental overstepping of authority by those working at the bargaining table, and that an amicable resolution may be reached. But the issue is serious indeed.

c: Professor David Elliott
Chancellor Ellis McCune
Chair William D. Campbell, Board of Trustees

School of Social Sciences • Department of Communication Studies
One Washington Square • San José, California 95192-0112 • 408/924-5360

April 22, 1991

Dr. John Galm
Chair, Academic Senate
Campus

Dear John:

As you know, I am very concerned about the new contract provisions that require us to retain all lecturers who have held appointments for six of the past eight years, at their present time fraction, for the life of the contract. I could argue the case against these new provisions on several levels; however, I am most concerned about their impact on the legitimate, legally-mandated role of academic senates and other collegial mechanisms, and this is the level I wish to address at this time.

The Higher Education Employee Relations Act (HEERA) that was approved by the Governor on September 13, 1978 and filed with the Secretary of State on September 14, 1978, specifies the following scope of bargaining for the CSU in Section 1361(r):

- (r) For purposes of the California State University and colleges only, "scope of representation" means, and is limited to, wages, hours of employment, and other terms and conditions of employment. The scope of representation shall not include:
 - (1) Consideration of the merits, necessity, or organization of any service, activity, or program established by statute or regulations adopted by the trustees, except for the terms and conditions of employment of employees who may be affected thereby.
 - (2) The amount of any student fees which are not a term or condition of employment.
 - (3) Admission requirements for students, conditions for the award of certificates and degrees to students, and the content and conduct of courses, curricula, and research programs.

- (4) Criteria and standards to be used for the appointment [emphasis added], promotion, evaluation, and tenure of academic employees, which shall be the joint responsibility of the academic senate and the trustees. The exclusive representative shall have the right to consult and be consulted on matters excluded from the scope of representation pursuant to this paragraph. If the trustees withdraw any matter in this paragraph from the responsibility of the academic senate, the matter shall be within the scope of representation.

All matters not within the scope of representation are reserved to the employer and may not be subject to meeting and conferring, provided that nothing herein may be construed to limit the right of the employer to consult with any employees or employee organization on any matter outside of the scope of representation.

As I see it, in agreeing that all lecturers who have held appointments for six of the past eight years shall be appointed for the duration of the contract, CFA and the CSU Trustees have created a criterion and a standard for appointment. The criterion is length of service and the standard is six years. Since such matters are explicitly excluded from the scope of representation by paragraph (4) above, I believe this part of the new agreement intrudes on the legally-mandated prerogatives of the academic senate, and thus provides a dangerous precedent that must be challenged.

The last sentence of paragraph (4) could be used to argue that these new appointment regulations are appropriate, since in agreeing to discuss them with CFA, the trustees have, by definition, withdrawn them "from the responsibility of the academic senate." In response to this argument, I would simply quote HEERA Section 3561, Subsection (b):

The Legislature recognizes that joint decisionmaking and consultation between administration and faculty or academic employees is the long-accepted manner of governing institutions of higher learning and is essential to the performance of the educational missions of such institutions, and declares that it is the purpose of this act to both preserve and encourage that process. Nothing contained in this chapter shall be construed to restrict, limit, or prohibit the full exercise of the functions of the faculty in any shared governance mechanisms or practices, including the Academic Senate of the University of California and the

Dr. John Galm - page three

divisions thereof, the Academic Senates of the California State University and Colleges, and other faculty councils, with respect to policies on academic and professional matters affecting the California State University and Colleges, the University of California, or Hastings College of Law. The principle of peer review of appointment, promotion, retention, and tenure for academic employees shall be preserved [emphasis added].

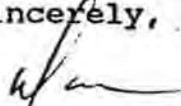
I find the last sentence of the foregoing section particularly salient in this present case, since the imposition of the six-year rule precludes any meaningful peer review of lecturers who meet the stated qualification.

Although it may be obvious, I should probably point out that Section 3561, which is partially quoted above, was included in the statute in order to preserve traditional collegial mechanisms and to prevent unwise actions on the part of either management or the union that would exclude academic senates from participating in decisions on matters that are excluded from the scope of bargaining.

As I indicated earlier, I believe these new lecturer appointment provisions could be argued on many levels. We are already experiencing some of their abberant consequences in my department and I assume other chairs and deans and vice presidents around the system are also feeling these effects. As I see it, however, these new provisions are most important in what they say about the role of senates and other collegial mechanisms in making academic and professional decisions. Because these provisions intrude directly on the legally-mandated prerogatives of CSU academic senates, I believe they must be rescinded.

Thank you for your attention to this matter. Since time is of the essence, I hope it will be possible for the Academic Senate to give early consideration to these concerns.

Sincerely,


David H. Elliott
Professor and Chair

cc: Dr. Gail Fullerton
Dr. Sandra Wilcox
Dr. Patrick Nichelson

There is a problem that exists on this campus. And that problem originates from the faculty. We are here because we believe that the solution also rests w/ the faculty.

Academic Senate is the principle policy makers for the university. We have deduced that we can not move forward in addressing needs & concerns w/o endorsement from the Academic Senate. That is why we are here, to request the passing of a resolution addressing the following seven points:

1. The low graduation rate of ethnic minority students such as Chicanos, African Americans, ³/₄ American Indians, Asian-Americans, & Pacific Islanders.
2. The need to continue to inc. the numbers of ethnic minority students and, more so, to create innovative ways to retain them

3. The exceedingly low number of minority

~~faculty, especially African Americans~~

~~the~~

Presented by: Franco Consolacion
at the Academic Senate meeting
May 28, 1991

October 5.28.91

4. The fear of what the impending budget crises might do to attempts at improving the situation for ethnic minorities

5. The need for curricular changes, including but not limited to such advances as ethnic studies.

6. Cultural sensitivity training for all administrators, faculty, and staff.

7. ~~Recognize, give credit for community work~~
~~enhancing richness of S.O.~~
~~Culturally enhancing curriculum of S.O.~~

8. Recognize, give credit and support for Community Service, Outreach, AND for Cultural Products made by Minority Students.

Loop

Passing a resolution is an opportunity that the Academic Senate ought to grasp in order to demonstrate to the university community that in fact you have a vested interest of the students in mind and are prepared to lead the univ. toward a meaningful and progressive program of cultural plurality.

Keep in mind, ladies & gentlemen, that we will accept nothing less than what is contained in our demand - Anything less

will be interpreted as one more indication of the apathy this group has had. This indifference has been reflected in the last twenty years of numerous studies. The result of these investigations along w/ the recent accreditation report point to the obvious conclusion: not only is there reluctance to make any meaningful commitment by faculty to diversity but there exists like a malignant cancer actual opposition by faculty members. This is the same conclusion that these

studies share. Insofar, Poly has not engaged w/ any meaningful improvement in the environment.

In view w/ these facts, we the neglected
will accept nothing less than a resolution
which incorporates the concerns outlined and
due to the urgency of these matters we
expect the aforementioned resolution by
the next mtg. of the Academic Senate.

If not, we are prepared to take more drastic
measures to obtain what we believe to be
not only ours by right of virtue but by the
right of it being long overdue. Poly has
neglected its obligation to service the
entire demographic population of the state.
The choice is now yours. Choose wisely,
Choose, well. ~~or it's back~~